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ABSTRACT

This health education guide for grade two is divided into six sections. A statement of the sub-goal for each section prefaces an outline for achieving that goal: (1) social-emotional well-being: to enhance self-awareness and increase skills that promote personal development and successful relationships; (2) physical well-being: to increase awareness about body systems and adopt lifestyle practices that promote and maintain physical well-being; (3) nutrition: to develop proficiency in making food choices that maintain and promote well-being; (4) dental health: to develop proficiency in applying dental health concepts, attitudes and skills that maintain and promote dental well-being; (5) safety: to practice safety and survival procedures that promote individual and community well-being; and (6) environmental health: to understand the importance of making responsible lifestyle decisions regarding disease, environmental factors and community health resources. The outline of each section includes objectives for students with a variety of activities from which to choose, and suggestions for the teacher. (JD)

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1983

health: grade two

interim guide

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social-emotional well-being

SOCIAL-EMOTIONAL WELL-BEING

SUB-GOAL: To enhance self-awareness and increase skills that promote personal development and successful relationships.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
1.0 Personal Development Students should be able to:		
1.1 Describe ways that individuals are special.	Discuss activities, interests and hobbies that illustrate the special interests of each child.	Stress that each child has interests that make him or her special. Encourage children to talk about interests, hobbies, new abilities. Point out that different experiences (travel, books, cultural background, abilities, place in the family) promote uniqueness among children. Indicate that it is fun to get to know someone new and find out how each is special.
	Discuss ways that children show individuality.	Inner Traits . like people, pets . happy, care about others . friendly, work hard . honest Outer Traits . long hair . freckles . dimples . curly hair

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		. skin color . friendly smile
1.2 Recognize individuality of self and others.	Prepare an art project to illustrate how a child is special.	See Teaching Aids for a mirror worksheet. Each child could mount a recent or infant photograph of himself/herself. Post on the wall to illustrate the special qualities of the class. Discuss with children that each classmate is special and can be identified by a combination of: . hobbies, interests, abilities . appearance . places visited . favorite sports and games . signature You may develop the idea that while each child has a special identity, each child is special with similarities and differences emotionally, socially, physically, spiritually and culturally.
2.0 Relationships Students should be able to:		
2.1 Recognize that there are acceptable and unaccept-	Construct a collage that demonstrates acceptable and unacceptable ways of expres-	Encourage the children to use pictures and words in the collage.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
able ways of expressing emotions.	sing emotions. See a film on ways to express emotions and discuss acceptable ways of expressing emotions.	
2.2 Identify personal qualities that promote friendship.	Make a list of words used to describe a friend. List qualities of a friend or close relative that are admirable. Read or listen to stories about friendship. Role play a positive friendship quality to the class. Print words that illustrate ways to promote friendship. Investigate physical identity of self and others.	Some qualities of a friend to suggest are: likes people, shares, cares, is happy, is honest See Teaching Aids for diagram of a hand. Friendship words can be printed on or around the hand. Display pairs of hands as if they were about to shake. Have children measure length or parts of the body with a string, tape or ruler, and compare measurements with other classmates. Have each child measure his/her fingers and thumb of one hand (or body height). Record measurements on model hand worksheet in Teaching Aids or have each child trace his/her hand and record personal measurements.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
2.3 Describe ways to be a friend.	Discuss ways to make new friends. Talk about activities that friends can do together. See a film on how to make friends. Read or listen to a story about friendship.	Some ways to suggest: saying hello, telling who you are, inviting a new person to join in, sharing a toy
3.0 Promoting Positive Lifestyle Practices Students should be able to:		
3.1 Identify new responsibilities and tasks.	Make a class list of tasks, activities, and skills that children can do.	Discuss the terms, "responsibility" and "tasks" with the class. Examples:

THINGS I CAN DO WELL	LAST YEAR	NOW	NOT YET
. tie laces . write a note to Mom and/or Dad . tell time			

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		<table><tr><th>THINGS I CAN DO WELL</th><th>LAST YEAR</th><th>NOW</th><th>NOT YET</th></tr><tr><td>. help Mom or Dad fix something . help the family with housework . keep room tidy . help with cooking . fix a simple meal . read to sister/ brother . run an errand . walk with older/ younger person . care for a pet . other</td><td></td><td></td><td></td></tr></table> Six- and seven-year-old children perform specific developmental tasks according to their personal growth and development. Include social, emotional, and physical aspects on the class list. Using the list developed in class, have children indicate personal abilities.
3.2 Discuss the importance of becoming more responsible.	State why it is important to do tasks and assume responsibilities.	Children should be encouraged to do simple tasks to promote harmony at home and at school. As children experience successes in completing tasks, they become more self-confident, more proud of their efforts. This enhances self-esteem and motivates children to accept more responsibilities.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	Discuss how it feels to complete a task to the best of your ability.	
3.3 Propose goal statements to improve social or emotional well-being.	Select a strength that you would like to improve and suggest ways to make an improvement. Suggest ways to improve social and emotional well-being.	Discuss examples of emotional and social well-being. . Emotional Well-Being (respect of self and others, being responsible, making decisions, handling feelings) . Social Well-Being (relating to others, friendship) Examples of goal statements: . "I will try to complete jobs to the best of my ability." . "I will ask David to join us at play at recess." . "I will help Mom by making my bed every morning."
3.4 Initiate and demonstrate a responsible social or emotional health behavior.	Choose a positive health behavior that promotes harmony at home or school and practice it.	Encourage children to select behavior that promotes social-emotional well-being at school. For example: taking turns, sharing, encouraging others, enjoying personal success, reducing tattling, initiating friendship

physical well-being

PHYSICAL WELL-BEING

SUB-GOAL: To increase awareness about body systems and adopt lifestyle practices that promote and maintain physical well-being.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		Two basic senses are introduced in this unit. Children investigate sight and hearing through experimentation to arouse curiosity and interest in their bodies. The unit focuses on appreciation of each sense, its location, structure, function and care.
1.0 The Senses: Sight, Hearing Students should be able to:		
1.1 Locate the organ of sight.	Observe a friend's head to determine the organ of sight.	Basic concepts are: . we see with our eyes . we learn things by using our eyes . we need light to help us see . some animals can see in the dark . some people are blind Ask: . What do you see with? . Where are the eyes located? (between nose, on front of face)

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	Make and wear animal masks, comparing differences in eye placement and side vision.	Have children hold two toilet tissue rolls to their eyes as they walk around the room. Formulate a definition of peripheral vision.
1.2 Discover the importance of the eyes.	Take a trust walk.	Blindfold one-half the children. Have a non-blindfolded child lead a "blind" child around the room. Ask: . Is this easy to do? Why? . What part of your body is used to see? . What conditions are required in order to see? (light)
	Observe an object and describe it, using sight alone.	Bring a vegetable (eggplant, yam) or fruit (pineapple, kiwi, orange) to class. Ask questions about it until children can relate that eyes detect color, shape, size, location and texture (even without touching). Then use other senses to describe each object more fully.
	Regard five objects on a desk, look away and discover what is missing.	Select five interesting objects. Allow children to see them for a short time. Remove one object while they look away or cover their eyes. Ask: . What is missing? . Describe the missing object. . What part of your body did you use to find out what was missing?

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	Review basic concepts about sight.	Discuss the following points about sight: . our eyes take pictures like a camera . we learn (size, color, shape, distance, texture) by the eyes . we need light to see . some animals can see in the dark . some people need glasses . some people cannot see (blind) . the iris can be different colors . the pupil lets light in . if light is too bright we use sunglasses to protect the eyes. Review the following basic important concepts about sight: . allows us to see near and far away . protects us . interprets the environment . allows us to have side vision . distinguishes color, shape, distance, size and texture
1.3 Know the basic structure and function of the eye.	Color a simple diagram of the eye showing basic structures.	

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	State a simple function for the parts of the eye.	Explain that the sclera, pupil and iris as well as the linings of the lids are covered with moist membranes that protect the eye. Eyebrows and eyelashes protect the eye from dust particles. The pupil lets in light so that we can see. The iris is colored. Most people have blue or brown eyes. The tear duct sheds tears to wash the eye of dust.
1.4 Identify the relationship of the eye to the brain. (OPTIONAL)	Look at a simple diagram that illustrates the relationship of the eye to the brain.	Help the children realize that in the back of the eye is a special structure called a nerve which is connected to the brain. The pictures of objects that we see are carried to the brain by the optic nerve to be interpreted.
1.5 Identify how the body protects the organ of sight.	Discuss natural body protectors of the eyes and their functions.	<u>Physical Protectors</u> . turning head away from bright lights . bone above eye socket, orbit . eyelashes and eyebrows . moist eye linings <u>Reflexive Protectors</u> . blinking . regulation of pupil size <u>Chemical Protectors</u> . tears

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		Basic concepts of hearing are: . we hear with our ears . sounds are made by vibration . the outside of the ear acts as a funnel to collect sounds . some animals hear better than we do . some people are deaf or hard of hearing . we recognize things by the sounds they make . some sounds help us and warn us (telephone, door bell, siren, horn, bee buzz, growls) . some sounds are loud, soft, high, low, pleasant, harsh, shrill
1.6 Locate the organ of hearing.	Describe the location of the ears.	Have children note that the ears are located on the side of the head above the jaw angle.
1.7 Discover the importance of hearing.	Identify a variety of sounds using the organ of hearing.	Ask the children to put their heads down on their desks and close their eyes and listen carefully. Make a sound and ask children to: . identify what they heard (i.e., classroom sound--desk drawer; kitchen sound--egg beater; playground sound--ball game; community sound--car honking) . describe the location . describe the volume (soft/loud) . describe what was used to hear the sound

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	Describe a variety of sounds and their locations.	Make a tape or have the children make a tape of a variety of sounds from locations such as the playground, classroom, street, kitchen, bathroom or gym. Explain that the body, animals, weather and musical instruments illustrate a variety of sounds.
1.8 Know the basic structure and function of the ear.	Observe a diagram of the inner and outer ear and discuss the function of each part.	Explain that the outside ear (auricle) collects noises from the environment. Three small bony structures transmit noises inside the ear to a nerve which connects the ear to the brain. Have children conclude that the ear perceives noises from the world and the brain interprets the message.
	Describe differences between humans' and other animal ears.	Explain that animals such as cats and dogs can move their outer ears to collect noises whereas man cannot. Frogs and birds have simplified ears with minimal external structure.
1.9 Identify how the body protects the organ of hearing.	Identify the natural protectors of the ears.	Examples of natural protectors: Reflexive: Yawning and swallowing Chemical: Brown ear wax Physical: Eardrum - protects inner ear Eustachian tube - regulates air pressure between mouth and inner ear Auricle and Skull: Protect inner ear

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
1.10 Recognize malfunctions of eyes and ears.	Discuss how a person feels when eyes and ears are not functioning correctly.	<u>Eye Complaints</u> - headaches, dizziness, burning, pain or itching of eyes, blurred vision, light sensitivity, poor vision Eyes: watery, swollen, styes, sunken, presence of discharge Lids: crusted, red, swollen Behavior: rubs eyes, squints, has trouble reading, frowns <u>Ear Complaints</u> - earache, noise in ear, inability to hear Ears: discharge, Behavior: inattentive, turns up radio or TV, speaks loudly, asks questions repeatedly, asks for repetition, turns head to one side when spoken to
2.0 <u>Keeping Fit</u> Students should be able to:		
2.1 Recognize hazards to eyes and ways to prevent disease or malfunction.	Identify hazards to the eyes and discuss appropriate care.	Ask children to identify hazards to the eyes. For example: . spilling or opening chemicals carelessly . watching the sun, eclipse or bright lights without protection . playing with sharp objects . throwing sand

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	Discuss general care of eyes.	Ask children to identify first-aid procedures: . get help from an adult . do not rub eyes . report eye disturbances such as pain, stinging, blackboard glare, redness, inability to see Adults should apply appropriate first aid if eyes are injured and/or seek medical help. First-aid procedures include: . cover both eyes if one eye is injured . rinse eye for ten minutes with water to wash out foreign particles . do not remove imbedded objects . seek medical help
	Tell about ways to practice care of eyes.	Discuss general eye care: . keep the eyes clean by washing daily . do not throw sand, dirt or other material at people's faces . wear good sunglasses on bright days (polarized lenses) . eat adequate amounts of Vitamin A foods daily (orange colored vegetables and fruits; dark green, leafy vegetables) . keep sharp objects away from eyes . protect eyes when participating in an activity that could be hazardous . have eyes assessed regularly . do not use other people's mascara, etc.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
2.2 Recognize hazards to ears and ways to prevent disease or malfunction.	Identify hazards to the ears.	Hazards include: insects, Q-tips, objects, wax build-up, loud noises from machinery, T.V., radios. Children should know to report any hearing problems to a responsible adult. Medical care should be sought for ear disorders.
	Discuss general care of the ears.	General care: . keep the outside of the ears clean by washing them with a cloth daily . do not hurt own ears or ears of others . avoid loud and continuous noises . have a doctor or nurse check hearing if loss of hearing or infection is suspected . report ear disorders or infection if suspected (pain, heat, discharge) . keep objects away from ears . keep ears properly covered in cold weather
3.0 <u>Promoting Positive Lifestyle Practices</u> Students should be able to:		
3.1 Assess behavior that indicates correct care of eyes and ears.	Discuss behavior for correct care of eyes and ears. Participate in screening tests for vision and hearing.	

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
3.2 Know the importance of caring for eyes and ears.	Review the importance of sight and hearing. Discuss the consequences of not caring for eyes and ears appropriately.	For example: pain, cost, loss of time from school, malfunctions
3.3 Know community health helpers who promote healthy sight and hearing of children.	Name health personnel who assess sight and hearing in the community.	Examples are: . public health nurse . optometrist - assesses sight, prescribes glasses . speech and hearing clinician - checks hearing . audiometorist . opthamologist - medical specialist
3.4 Propose goals to promote optimal sight and hearing.	Formulate and discuss goals to promote sight and hearing.	Encourage children to generate goal statements to promote health of the eyes and ears. Examples are: . "I will report to my parents (teacher) if any ear or eye problem occurs." . "I will wash my ears and eyes daily." . "I will not throw sand or dirt at a playmate."

nutrition

NUTRITION

SUB-GOAL: To develop proficiency in making food choices that maintain and promote well-being.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		Teachers are encouraged to use one or more of the following suggestions to increase their background in nutrition: . Health Education Methods for Elementary Teachers: Background Reading (Nutrition section) available from Department of Education Library . Attend an in-service: Big Ideas/Food for Thought K-3, sponsored by Manitoba Milk Producers' Marketing Board and the Department of Health . Canada's Food Guide Handbook 1982. Health and Welfare Canada, Home Economics Directorate, Health Promotion Branch, Department of Health, 880 Portage Avenue, Winnipeg
1.0 Food Students should be able to:		
1.1 Recognize a variety of breads and cereals.	Grind grain into flour and discuss the products that can be made from flour. Make a bulletin board of foods made from flour.	Provide samples of a variety of grain seed, such as wheat, rice, corn, rye, oats.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	Identify the parts of the grain plant, and discuss the endosperm as a source of energy.	Make a diagram illustrating the parts of a grain (bran, endosperm and embryo) and discuss each part with the children.
1.2 Recognize milk in a variety of forms.	List, collect or draw pictures illustrating various ways that milk foods may be processed and prepared.	Have a tasting party, using a variety of milks (2%, skim, whole, chocolate, buttermilk). Explain that chocolate milk is equivalent in nutritional value to other milks but the sugar content is higher.
	Suggest ways that milk and milk foods can be used in meals.	Paste pictures of milk and milk foods on a large cardboard. Children can take turns rolling a button on the board. The child suggests a way that the food on which the button lands may be used. Example: cheese--macaroni. The prepared food can be mentioned only once.
2.0 Food Classification		
Students should be able to:		
2.1 Classify foods into four food groups.	Group food models or pictures into four food groups and "other foods" according to Canada's Food Guide.	Review kindergarten and grade one for color and classification concepts. Review other foods listed in grade one, 2.0.
	Play the grocery bag game and classify food items into the four food groups and the "other food" group.	Make a large circle, color-coded to Canada's Food Guide, and a smaller square for other foods. Fill a grocery bag with food items. Have children pick an item from the bag and place it on the appropriate space of the circle.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	Make four mobiles, using food pictures to illustrate each food group and the "other foods" group.	It is suggested that teachers know ten food items for each food group and "other foods."
3.0 Food Selection Students should be able to:		
3.1 Select a lunch that is balanced.	Plan several balanced lunches for home or school. Prepare a balanced-meal placemat. Observe a filmstrip and discuss the importance of food selection.	A balanced meal contains at least one food serving from each food group. Have children collect pictures of a balanced meal. Iron them between two pieces of wax paper, and have children cut them to the size of a placemat.
4.0 Food Appreciation Students should be able to:		
4.1 Recognize how a food can be prepared to illustrate cultural differences.	List the many ways that breads can be presented in various cultures.	Suggestions are: . bannock, puri, roti, pita bread, bread, quick-breads

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
5.0 Promoting Positive Lifestyle Practices Students should be able to:		
5.1 Assess nutrition choices.	Record a favorite meal or snack and rate it according to Canada's Food Guide.	Explain that a serving from each of the four food groups will comprise a balanced lunch and dinner. There are at least three food groups represented in a balanced breakfast. Stress that a snack should be a food item from Canada's Food Guide. Discuss the key functions of foods within food groups. For example: . Milk and milk products (growth and repair) . Meat, fish, poultry and meat alternates (growth and repair) . Breads and cereals (energy) . Fruits and vegetables (regulate body functions and keep us healthy)
5.2 Understand the importance of food to well-being.	Attach function cards to food-group mobiles.	Prepare function cards: Growth and Repair Body Regulator Energy

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	Relate food functions to the characteristics of good health.	Explain the three kinds of food functions, using examples of good health characteristics. . shiny hair = regulation . clear skin = regulation . happy frame of mind = regulation . energy = regulation . attentiveness = energy . increase in size = growth . healing of a cut = repair
5.3 Discuss nutrition goals to improve health.	Discuss positive nutrition goals.	Have children make goal statements for the following situations: . choosing nutritious snacks . selecting and eating balanced meals . meeting minimum recommendations from Canada's Food Guide An example: . "I will choose snacks from the four food groups."

dental health

DENTAL HEALTH

SUB-GOAL: To develop proficiency in applying dental health concepts, attitudes and skills that maintain and promote dental well-being.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
1.0 Structure and Function Students should be able to:		
1.1 Recognize the eruption sequence of teeth.	Observe a friend's mouth and record missing and newly erupted teeth.	See charts of teeth eruption patterns, primary and permanent teeth. "The Primary Teeth," Illustration #1; "The Permanent Teeth," Illustration #16; "The Teeth of a Six-Seven Year-Old Child," Illustration #2, Dental Health A Teacher's Guide K-12 (Health and Welfare Canada, 1981).
	Count missing and newly erupted teeth of a classmate.	
	Observe a recently shed tooth and compare it to a permanent tooth.	Encourage the children to make comparisons about color, size, shape. Note that a primary tooth has a resorbed root. Other characteristics, such as a cavity, filling and chip, may be noticed. Discuss the importance of the permanent teeth and appropriate care for them so that they last a lifetime.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
2.0 Environmental Factors Students should be able to:		
2.1 Know what plaque is and where it is commonly located.	Using disclosing tablets, locate dental plaque on teeth and gums. Brush and floss to remove plaque.	Discuss the term, "plaque," as a sticky, almost colorless layer of material containing bacteria that adheres to teeth, between the teeth and on the gum line. It forms continuously and should be removed thoroughly at least once a day by brushing and flossing. Disclosing tablets can be purchased in bulk from dental companies such as Butler, from a drugstore, dentist or dental hygienist.
	On a diagram, color the places where plaque is most likely to accumulate.	See the diagram in Teaching Aids.
	See a film on brushing and flossing to remove dental plaque.	Film: "Toothbrushing with Charlie Brown" and "Dental Flossophy with Charlie Brown" (Department of Health Film Library).
2.2 Identify foods that contribute to decay.	List characteristics and examples of foods that are dentally unsafe.	Explain that frequent consumption of sweet, sticky foods contribute to dental decay. See "Snack Signals," Illustration #6, Dental Health A Teacher's Guide K-12 (Health and Welfare Canada, 1981).
	Make a bulletin board display of dentally safe foods and dentally unsafe foods.	

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
2.3 Identify potential dental hazards and risks.	List and discuss hazards and risky behavior that might contribute to a dental injury.	Explain the following: A "hazard" is an object or situation that has potential harm. A "risk" is unsafe behavior around a hazard. Examples of hazards are the water fountain, recreation equipment, stairs, hard objects such as bat, puck, pencil, scissors, unshelled nuts, hard candies.
	Discuss situations that could lead to dental injury and suggest ways to prevent injury. Go on a hazard hunt around the school to identify areas that are potentially unsafe dentally. Discuss hazards, risky behavior, consequences and preventive behavior.	Examples of risks are running with a hard object in the mouth and falling, fighting or being punched in the mouth, or high sticking in a hockey game.
2.4 Know preventive measures that reduce dental injury.	List safety rules that promote dental safety and post in hazardous areas. Make signs indicating hazards and post on or near dangerous areas in the school.	Make a class list of safety rules with the children. Examples to suggest are: . Keep safe distances from bats and moving objects. . Slow down in hazardous areas. . Report injuries to a responsible adult. . Encourage professional consultation following dental injury.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	Know tooth-saving steps to follow if a dental injury occurs. Make a poster demonstrating how dental accidents can be reduced or prevented.	Steps to follow for various dental injuries are illustrated in "That Tooth Can Be Saved," Illustration #15, Dental Health A Teacher's Guide K-12 (Health and Welfare Canada, 1981).
2.5 Identify dentally safe snacks.	Classify pictures of snacks that are dentally safe.	A useful resource: "Snack Signals," Illustration #6, Dental Health A Teacher's Guide K-12 (Health and Welfare Canada, 1981).
	Participate in a sugarless party.	See Teaching Aids for a menu for a sugarless party.
2.6 Identify fibrous foods that help to clear debris from teeth.	List examples of fibrous foods that help clear debris from teeth.	Examples to suggest are: . cabbage . celery . apple . cauliflower . turnip . carrot
2.7 Compare the effectiveness of various teeth-cleaning methods.	Do an experiment to determine the effectiveness of various teeth-cleaning methods.	Have five children each eat a chocolate wafer. Have one of the five act as a control person, and have the other four use one of the techniques for cleaning teeth listed below. Compare the results. . swish . brush using a new toothbrush . eat a fibrous fruit . brush and floss

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		The children will find that: . the first three are not adequate teeth-cleaning procedures . these three methods may clear away some food debris but will not thoroughly remove dental plaque Have the control child brush and floss following the experiment.
	Give reasons why brushing and flossing are the most effective methods for cleaning teeth.	
3.0 Promoting Positive Lifestyle Practices Students should be able to:		
3.1 Assess dental habits and skills.	Keep a record of dental care practices and evaluate it.	Have children record their dental habits for a period of time on a simple chart. Encourage children to brush and floss thoroughly. Evaluate brushing and flossing periodically by disclosing, and checking for bleeding gums.
	Demonstrate how to brush, floss and disclose at home and at school.	Invite a dental nurse or hygienist to class to demonstrate skills. Pamphlet: "Brushing and Flossing" (Manitoba Department of Health).

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
3.2 Identify reasons for improving dental habits and skills.	Discuss why children should practice positive dental behavior.	Reasons to suggest: . reduce dental disease (cavities) . reduce injuries . reduce cost . avoid painful experiences . promote health of teeth and body . maintain permanent teeth for a lifetime . promote positive appearance and self-esteem
3.3 Identify community supports that assist the individual in improving dental health.	Name people and products that can assist children to improve dental health.	Review the roles of the family, the individual and professionals. Examples of approved products are: . fluoride toothpastes approved by the Canadian Dental Association . unwaxed dental floss . soft, straight bristles, straight-handled toothbrush
3.4 Identify goals to improve and maintain dental health.	Propose goal statements to improve dental health.	Have children make goal statements about: . foods and snacks . brushing and flossing . hazards . safe practices . dental care Example: I will select a fruit or vegetable snack rather than a chocolate bar.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	Select a dental behavior that needs improvement and develop a plan to care for teeth.	Have each child develop a plan of action to improve dental health and put it into practice. Have children supervised occasionally at school and home. This could be extended by: . preparing a booklet to illustrate the plan. The pages could be cut to represent a tooth . participating in a science fair project to illustrate good dental practices

safety

SAFETY

SUB-GOAL: To practice safety and survival procedures that promote individual and community well-being.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
1.0 Safety in Environments		It is advisable to review hazards, risks and preventive behavior related to accidents. See grade one, section 1.0.
Students should be able to:		
1.1 Know symbols of hazardous products and their meanings.	Observe hazardous product symbols and identify the meaning of each. Given a description of a hazard, hold up appropriate safety symbol card.	Pretest children using a large poster of hazardous product symbols. A hazard is defined as an object or situation that can cause harm. Prepare a set of safety symbol cards for the children to use. For example: Poison - substance causes serious injury or death Flammable - substance can be ignited by heat, flames or sparks Explosive - container can burst if heated Corrosive - substance can irritate or burn the skin, body and clothes
1.2 Recognize common, hazardous, household products.	Observe symbols on labels on empty containers of hazardous products. Group the symbols into categories.	Bring a box of empty containers and have children identify each product, its use, symbol, and proper handling. Display a mobile or bulletin board display of symbols and terms.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	Make a list of common hazardous products used at home and categorize them according to types of symbols.	Examples are: • Poison = iodine, lemon oil, some medicines, antifreeze • Explosive = aerosol cans containing such things as insect sprays, hair spray, spray paint • Flammable = BBQ fluid, gasoline, cleaning fluid, greasy rags • Corrosive = oven cleaner, drain cleaner
	Associate pictures of symbols with written words.	See Teaching Aids for worksheet.
1.3 Know how hazardous products are stored and disposed.	Complete worksheets to show where hazardous products should be stored.	See Teaching Aids. Invite the custodian, fireman or a parent to class to discuss hazardous products, their storage and handling.
	Discuss safe ways of handling and storing hazardous products.	Make a classroom poster of symbols and safe ways to handle and store hazardous products.
1.4 Know the consequences of misusing hazardous products.	Discuss potential injuries that could result from misuse of hazardous products.	Define "misuse" as too little, too much, or improper use. Stress the importance of understanding the meaning of the symbols and possible consequences of misunderstanding. Examples of consequences include: Poisons = sickness, doctor, hospital, death Flammable = fire, burns, loss of life, health or possessions

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		Explosive - injury to body (skin, eyes), damage to clothing and possessions Corrosive - injury to skin, extensive internal damage if swallowed
	Make a list of unsafe behavior that could be very dangerous.	Examples are: • ignoring symbols or rules • not knowing how to use product • using a dangerous product that has no label or instructions for use • handling a dangerous product incorrectly (sniffing, tasting, touching) • placing a product in a dangerous place
1.5 Know how to deal with common hazards at school or in the community.	Go on a "hazard hunt" and locate hazardous places at school and in the community. Discuss how to be safe in these places.	This objective is introduced in grade one. A review may suffice. Help children identify other hazards commonly found in the home: matches, knives, moving engine parts, medicines, bicycles, lawnmowers, irons, electrical outlets, appliances. Discuss the consequences of risky behavior around hazards. Stress safe behavior.
	Draw pictures of a potential hazard, a risky behavior and a simple safety solution.	A hazard can be other than a product, for instance, any situation with potential harm.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	Describe how to help a friend practice safe behavior.	Describe examples and discuss the child's responsibilities to keep environments safe. Examples include picking up litter, putting away belongings, not playing with hazards, reporting unsafe conditions to an adult, knowing and obeying signs, practicing safety rules. Examples of common hazards are: . exposed tree root on path . toy on step . thin ice . wet playground apparatus . broken school bus seat . concealed intersection . broken windshield . areas of a school bus
1.6 Demonstrate safe biking behavior.	Discuss bikemanship and practice safe biking procedures.	Discuss and practice: . crossing a street safely with a bike . making turns with signals . taking care of a bike . starting and stopping . changing lanes and passing Use the appropriate activity from objective 2.3.
1.7 Identify safe behavior to follow if approached by a stranger.	Discuss behavior to follow if a stranger approaches and offers something.	Stress the following: . a stranger is not necessarily an unknown person . a stranger does not look different from other people

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		. a stranger could tempt an individual with gifts, candy, etc. . lurking or loitering persons near a play area should be reported . not all people can be trusted Discuss the following rules of safe behavior: . Do not play alone in deserted field, building or alley. . Do not stand near a car if a stranger pulls up. . Refuse offers by saying NO, and then hurry home or to a BLOCK PARENT house. . Don't go with a stranger. . If you know the person, ask parent first if you can go with him/her.
	Act out what to do if a stranger approaches and offers a child something.	
1.8 Identify ways to act safely in emergencies.	Discuss what to do if someone is hurt at home or at school.	Stress that children should report any injury to a parent or adult.
	Role play what to do if someone is hurt at home, at school or in the community.	Have children practice calling for help on a play phone. Have them dial an emergency number (0, 911, local hospital, fire department or neighbor), then state their own name, where they are, what has happened and to whom (clearly and slowly), then carefully listen to the operator and say goodbye. Have them then return to and stay with the victim.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	Outline what to do if a fire bell rings at school.	Review fire drill procedures. Vary the situations with children being in the bathroom, at the office, in the hallway.
2.0 Promoting a Positive Safety Lifestyle Students should be able to:		
2.1 Identify and assess safety knowledge.	Complete a worksheet explaining what is wrong in a situation and how to correct it. Match safety symbols with written words. Answer safety skill questions.	See Teaching Aids for worksheet.
2.2 Understand the importance of practicing safe behavior.	Discuss reasons why children should adopt safe behavior and follow rules.	Encourage children to role play or describe how to resist or help a friend who practices unsafe behavior.
2.3 Identify community safety helpers.	Name local resource safety persons and simulate contacting them.	Invite a community safety helper to class to discuss his/her work.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
	Make a booklet of pictures of community safety helpers.	
	Demonstrate what to do if the fire bell rings.	
2.4 Propose safety goals that promote well-being.	Choose a safety behavior that needs improvement and formulate safety goal statements.	Use assessment worksheets for ideas. Encourage children to state safety goals. Examples are: . "I will not play with matches." . "I will go to a Block Parent home if afraid." . "I will say NO to a person who tries to involve me in unsafe biking." . "I will use a seat belt at all times when in a car."

environmental health

ENVIRONMENTAL HEALTH

SUB-GOAL: To understand the importance of making responsible lifestyle decisions regarding disease, environmental factors and community health resources.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
1.0 Environmental Factors Students should be able to:		
1.1 Identify the importance of air, water and soil to total health.	List ways that water, air and soil support life. Observe pictures of water, air and soil. Discuss the contributions of these elements to total health.	Examples to discuss include: a bright, sunny sky, a clear brook, a garden of vegetables, or a wheat field.
1.2 Identify ways in which people spoil air, water and soil.	Find pictures illustrating how air, water or soil has been spoiled or polluted.	Explain that pollution is the presence of harmful substances in the environment, capable of harming it. Examples of man-made negative factors in the environment are: . car exhaust and fumes . smoke from refineries . power generating plants . fireplaces and stoves . litter and garbage . sewage . railcar derailment spills . dust on gravel roads . gas or chemical leaks

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		Examples of natural disasters include: . volcanic eruption, dust, storms, floods, forest fires, earthquakes, tornadoes
1.3 Identify ways to conserve water in daily living.	Discuss ways to conserve water at home and in the community.	Children could role play and discuss behavior to conserve water at home; for example, during bathing, brushing teeth, getting drinks, cleaning hands. Discuss the importance of water conservation to health.
2.0 Disease Prevention		Explain that diseases can result from invisible disease-causing organisms, larger organisms and poor health habits.
Students should be able to:		
2.1 Recognize ways that diseases are transmitted.	Observe a simulation of germs transmission.	Place some flour in the palm of your hand and cough or pretend to sneeze at it. The children can observe particles of flour being dispersed, which simulates germs being sprayed from a sick person.
	Role play ways in which disease-causing organisms are spread.	Explain that disease organisms are transmitted by: . coughing and sneezing (infective droplets from saliva or nasal discharge) . mouth . animals, insects (mosquitoes, skunks and human carriers)

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		. contaminated objects (dishes, books, drinking glasses) . contaminated food, milk and water
	Make an art project illustrating disease transmission.	Children can make a large model fly to illustrate direct transmission by insects. Apply sticky tape to the feet and walk the insect through flour and then over dark-colored paper to illustrate transmission of germs.
2.2 Know ways to prevent the spread of disease.	Make a class list of health habits and role play behavior that prevents or reduces the spread of disease.	Have children practice preventive behavior, such as the following: . Use a tissue to cover nose and mouth when sneezing, coughing and collecting nasal discharge. . Dispose of soiled tissues in an appropriate place, either brown bag or waste basket. . Wash hands with warm soapy water before eating, after using the toilet and when ill. . Use individual towels, utensils and glasses. . Handle only the food you are going to eat and dispose of leftovers properly. . Report signals of illness to an adult; for example, any pain, unusual feelings of warmth and cold, and any unusual discharge from nose, throat, eyes or ears. . Take prescribed medication as directed by a responsible adult.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		Whenever you observe a child demonstrating these practices, reinforce them appropriately.
	Record on a personal hygiene chart habits that prevent spread of disease.	Have the children design a chart listing healthful habits. Encourage them to record their habits.
	Prepare an art object or mural to illustrate positive hygiene practices.	See Teaching Aids for an art idea.
	Prepare a hygiene kit for school use.	The hygiene kit could include the following: . nail file or toothpicks to clean nails . toothbrush . comb or brush . small package of tissues

Habits That Prevent Disease	M	T	W	Th	F	S	S
1.							
2.							

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
3.0 Promoting Positive Lifestyle Practices Students should be able to:		
3.1 Identify health workers and services in the community that prevent disease.	List public health workers and services related to preventing the spread of disease.	When children are identifying health workers and services, have them discuss their importance in preventing disease. Some examples are: . veterinarian . food inspector . insect controller . water, sewage inspector . garbage collector . custodian . pharmacist . doctor . dentist . public health nurse . dental hygienist
	Read a story about a trip to a health agency or a visit to a health worker.	A story about a trip to a hospital or a field trip to a health clinic would be useful to reinforce some principles of community health.
3.2 Know the importance of practicing positive health habits.	Discuss reasons for practicing a variety of personal and community health habits. Discuss consequences of practicing poor health habits.	
3.3 Propose ways to improve personal and community health and carry them out.	Suggest ways to reduce or prevent disease.	Using the common cold as an example, have children suggest goals to improve health.

OBJECTIVES	SUGGESTED STUDENT ACTIVITIES	TEACHER NOTES
		Situation . Use a tissue to cover nose and mouth when sneezing, coughing and collecting nasal discharge. "I will cough, sneeze or blow my nose into a tissue." . Dispose of soiled tissues in an appropriate place, either a brown bag or waste basket. "I will discard soiled tissues into a brown bag or waste basket." . Wash hands before eating, following toilet use and when soiled from nasal discharge. . Report signals of illness to an adult (pain, fever or chills, coughing, sneezing, any unusual discharge from nose, throat, eyes or ears, feeling tired, loss of appetite, throat irritation).
	Demonstrate positive hygiene habits at home and at school. Choose one hygiene habit that needs improvement and develop a plan of action.	Prepare a class set of charts to record children's personal hygiene habits at school. Encourage each child to select a habit they would like to improve. Have each child discuss or record the steps necessary to make desired improvements. Keep a progress record for a period of time. Evaluate successes.

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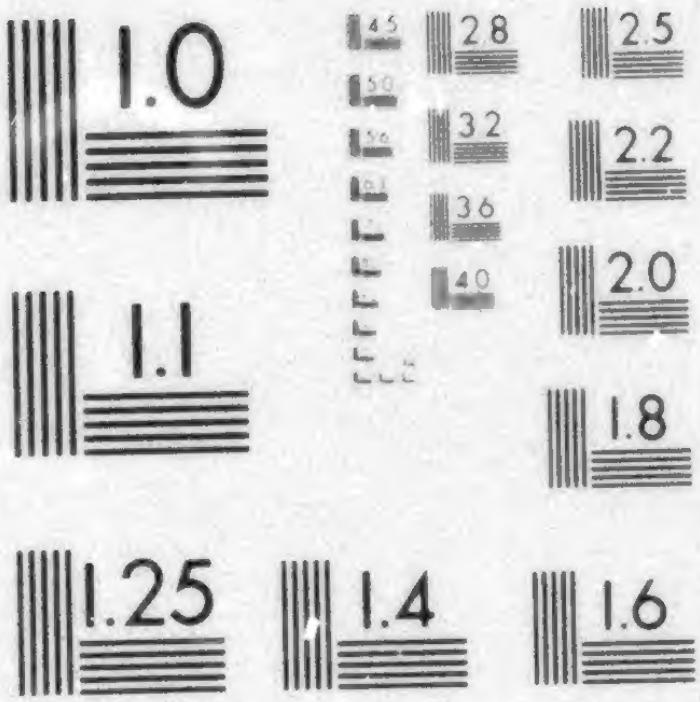

MICROCOPY RESOLUTION TEST CHART
NATIONAL BUREAU OF STANDARDS
STANDARD REFERENCE MATERIAL 1010a
(ANSI and ISO TEST CHART No. 2)